

SHAVINGS

Vol. 3 — No. 27

SAINT JOSEPH'S COLLEGE CALUMET CENTER

Friday, April 19, 1963

Shavings Staff Invades Times

by Barb Sichak

It was a quiet, peaceful afternoon in the Hammond Times building until twelve pencil pushers from St. Joe's marched through the doorway and announced to a rather attractive—and just as shocked—receptionist, "We're here!"

Contrary to what terrified Times employees might have thought, this was not a journalistic insurrection, but just twelve members of SJC's SHAVINGS staff preparing for a tour of the Times.

Guiding this tour was a peppy, short blonde who introduced himself as Mr. Lewis. He faced this hungry herd, took a deep breath, wiped the sweat off his brow, and began the tour.

The first stop was the main floor which housed the circulation and advertising departments. From here, the troop migrated to the newsroom on the second floor.

While casually strolling through the teletype room, Fran Condo, Jerry Bercik, Pat Sampias, and Ed Stazinski halted in front of one of the machines to follow a hot scoop from Capitol Hill on cancer. A few machines over, Mary Ryan stood awed by the speed at which the machine was typing. Outside of the teletype room, Mrs. Bach, Margie O'Toole and I watched Mike Berilla trace a route from Whiting to Cheri Marz's house on a wall size map of the Calumet Region. A few feet away, Art Hixon and James HiDuke had Mr. Lewis cornered while they shot questions at him—Steve Roper style.

Once again united, the mob of journalists continued on to see the behind-the-scenes mechanical work involved in printing the Times. This included the composing room, the stereotype department, and the press room. Before entering the press room, Mr. Lewis took inventory of the cub reporters and discovered one pencil pusher was missing. Retracing his route, he discovered Ed Stazinski interviewing one of the linotype operators on union wages.

In the press room, Jerry Bercik bumped his head on an overhead pipe and almost landed on his south end. Meanwhile, Fran Condo, who

Love Is Hard Work - Naturally

In recalling the negative comments enumerated as proof that she is foolish to enter a convent, a Sister may seriously ponder the essence of love, for love was her ultimate motive. Usually such discouraging remarks made by friends evidence a misconception of love. Categorizing love, as did a recent retreat master, into three types: digestive, democratic, and sacrificial—helps in clarifying this misconception.

Actually, selfishness may be a better term for the first type, digestive love. According to Sister Annette Walters a person motivated by such love exclaims: "I love you because I need you." The object of love is considered as just that: an object, a thing, and it is to be used, not really loved. This is contrary to the conception of love which St. Therese of Lisieux defines as:

Love gives everything. But we, alas, we give only after reckoning; we hesitate to sacrifice what is advantageous to us. This is not love, for love is blind; it is a wild torrent that leaves nothing behind in the path where it has raged.

The most universal and best understood love, which is described as democratic, does have elements of reckoning and hesitation too, but greater depth can be achieved, for example in the mutual exchange of marriage. Herein lies the essence of democratic love—the wondrous exchange! Recompenses for sacrifices are numerous: in the form of an embrace, a grateful smile, a good deed, a sincere thanks.

Because this return of love is expected and taken for granted, the love which expects no return is viewed as incomprehensible. Yet this is characteristic of sacrificial love. In his book The Art of Being Human, Father McNamara refers to this love as "hard work"; he goes on further to say: "Each time we choose to love, we endanger our way of living. Ease, comfort, security, survival—a veritable routine of false gods—are wrecked when we meet head-on with love. When we who love offer our lives as full risk we shake the foundations of our way of living." This divorce from ease, comfort, security, survival is the object of the negative comments brought up to those aspiring to enter religion, but this is precisely the cost of the greatest type of love. The critics lack faith. To the religious these privations are secondary; the great sacrifice is involved in not being able to have a face-to-face encounter with the One to whom she gives her heart—until the last day. Therein lies her sacrifice; therein lies her faith; therein lies her love.

Sister Mary Irene, S.S.J.

wasn't aware of Jerry's struggle to keep his balance, kept complaining about her back teeth.

Another striking incident occurred when a loud buzzer went off in the press room. Someone yelled, "It's a raid"; Fran Condo answered, "Recess"; Mary Ryan jumped a foot and screamed.

The final stop on the tour was the mailing room where the scribes found everyone eagerly following next Sunday's series of "Dick Tracy" and "Little Orphan Annie."

After presenting each student with a copy of the Hammond Times and a booklet about the paper, Mr. Lewis bade everyone a longed-for good-bye, and life at the Hammond Times returned to its normal pace.

Father Martin Takes Rest

Father Henry J. Martin, C.P.P.S., Director of St. Joseph's College Calumet Center, was recently released from the hospital where he had undergone tests. After a visit to St. Louis, Mo., Father Martin plans a long rest at Saint Joseph's College, Rensselaer for several weeks.

Father Martin wishes to express his gratitude for all prayers, flowers, cards, letters, good wishes, and other kindnesses extended to him during his stay in the hospital. He hopes to be back among his Center friends very soon.

New Officers Wait For Fall

The newly elected class officers, who were announced last Wednesday, will take office with the opening of school in the fall. The voting for the officers ended a week ago Wednesday, and it climaxed a week of campaigning on the part of the candidates.

In the senior class, three candidates were unopposed for the offices of president, vice president, and secretary. Dan Lowry, Bill O'Malley, and Cathy Goboluski were the only candidates for the respective offices. John Dvorske lost the office of treasurer of the senior class by 5 votes to Jim Kick.

Leading the juniors next year will be Bill Rosta who tallied more votes than his opponent, Rich Willis. Working with president Rosta will be vice president Mike Meehan, who defeated Al Stisser. Handling paper work for the class will be secretary Narcine Sherpetowsky. Miss Sherpetowsky defeated Maureen Clancy for the office. Taking care of all financial transactions for the junior class will be Jeanette Feddler. Opposing Miss Feddler was Paul Mika.

After leading the freshman class as president, Jerry Bercik was elected by his classmates as sophomore class president. Working with Jerry will be Ed Staszinski as vice president. Secretary for the sophomore class will be incumbent Fran Condo. Barb Owzarzak will round out the class officers. The opposing candidates for the four offices were Phil Krivikas, Jim Welborne, Cynthia Ventrelia, and Pat Sampias.

Coming Events

April 20--Miss Scozzaro's Piano concert

April 21--Miss Scozzaro's Piano concert

April 24--Final exams begin

April 29--End of final exams

May 25--Prom at McCormick Place

Society Creates Own Imbalances

by Anthony O'Grady

If one is to drive through the colored section of any metropolitan area, he will be made aware of one outstanding aspect of the surroundings, which is not in keeping with the general components of the neighborhood. The rudimentary appearance of the neighborhood will reveal antiquity, neglect, poverty, and excessive use—all the effects of slum conditions. The same street which reveals these poverty conditions also reveals an inconsistency. There is an abundance of medium-priced and high-priced automobiles of contemporary vintage. The observer is confronted with the obvious imbalance of financial allocation. I suggest there is a very good reason for this imbalance.

I do not believe there is a question that the majority of the colored people are forced to reside in sub-human conditions. The availability of decent housing to lower-class and middle-class colored people is a social disgrace in our modern society. These people are forced to dwell in segregated sub-standard ghettos, and allow themselves to be bilked by unprincipled money lenders and property owners, apathetic banks, and mercenary insurance companies. These unfortunate colored people accept such injustice because they are so compelled by social inequities. These colored people are unhappy with their fate, but they are powerless to change such unjust housing conditions.

The situation of the new car affords unlimited possibilities for the colored people. Who ever heard of an automobile dealer who would refuse to sell a car to a person because he was colored? With modern financial arrangements perfected as they are, the ownership of a \$4,000 car poses no problem, especially to a worker who makes \$100 a week. If the buyer should default there is money to be made by the mortgagor; in fact the latter hopes for just such an occurrence. Thus there is no seg-

regation in automobile ownership for the colored people.

The paramount reason why the colored people buy new and expensive cars, in my opinion, is not because of unsegregated conditions or flexible financial arrangements; it is a sociological reason. The automobile affords mobility—escape as such. The poor unfortunate, mistreated colored people, who are from unhappy living conditions, place a great value on "a drive." When they think of such a motoring trip, they think in terms of better and best. Whether it be a trip along the outer drive, or a Sunday afternoon at Starved Rock, or a summer evening at the Indiana Dunes State Park, they receive an opportunity to report from their impossible living conditions. Equally, there is much to be said for the status, recognition and the satisfaction per se from owning a better car. I am suggesting, however, that many colored people have this mobility in mind when they buy their cars. I believe this accounts for the social imbalance and financial imbalance which exists in our society today. We prevent the colored from obtaining decent living conditions and exploit them when they purchase their cars.

American Demoralization

Vice President Lyndon B. Johnson recently attacked politicians (mainly Republicans) on their strong criticisms of the present administration because it was making the American people "lose faith" in governmental leaders.

In a democracy housing two major political parties and granting the privilege of open criticism, we may naturally expect political opposition. Even here in Lake County, for example, high school newspaper editors recently heard Senator John Tower, a Republican from Texas, charge the Kennedy Administration with "perpetrating the biggest snow job I've ever seen." Sure, it may be Senator Tower's personal political view, but how many such views when openly spoken and reprinted will be absorbed thoughtfully or not so thoughtfully by the American public, and consequently, will lead to a doubtful faith in American leaders?

Also on the critical fence, many contemporary authors are thriving on the shady incidents in the lives of many American heroes. Today, we find patriotic images that were

the pride of the American people dragged out of the past; and, with a touch of Hollywood, we read the scandal of President What's-His-Face. But, the destruction of the American ideal isn't confined to Capitol Hill. We also learn that General John Doc may have been the military genius whose superior strategy led American G.I.'s on to victory during World War II, but he had five wives on four continents and flunked underwater basketweaving in three Ivy League schools (which automatically chops three inches off his pedestal in the Military Hall of Fame).

But, American demoralization doesn't end with the build-up of the "bad" people in our history. We also thrive on the "oodles" of "foolish" mistakes American leaders have made. Into the archives we

Former Instructor To Give Concert

Miss Rose Maria Scozzaro will give a piano concert on April 20 and 21 at 3:00 p.m. The concert, sponsored by the Fine Arts Club, will be held in Washington High School Auditorium in East Chicago. The Saturday performance will be given for the grade school children and sisters free of charge. Sunday's concert will be given for the general public. At this performance a fee of \$1.00 for adults, and 50¢ for children will be charged. Tickets will be on sale at school and at the door.

While here at St. Joseph's Calumet Center, Miss Scozzaro was co-sponsor of the Fine Arts Club, a teacher of humanities, and Choral Director. Miss Scozzaro is now on a leave of absence while she works toward her Master's Degree at Indiana University.

Miss Scozzaro entered the world of music at the age of ten. She is a native of New Jersey. She received her secondary education at Villa Victoria Academy, Trenton, where she began her career. Her first public recognition as a pianist came when she received the highest honors in the International Piano Teachers' Competition. As a result, she won the Griffith Music Foundation Award and the Trenton Symphony Auditions of the Air Award.

Miss Scozzaro entered Maywood College in Scranton, Pennsylvania on a music scholarship. A year later, she transferred to the New York College of Music, where she received her Bachelor of Arts Degree in music.

dig, earnestly trying to prove to the people that if so-and-so hadn't made such-and-such mistake, we would be over there today.

If people would wake-up and stop catering to authors who dwell on such cheap material as "the things you don't know about your President," maybe Americans would have more respect for the human sweat and toil that has been expended for this country and for the dedication that keeps our country moving.

We should remember that each name in our history and in government today represents a human being who is capable of error and who is expected to possess shortcomings. And, we can have a mountain of mistakes in our history; but those mistakes are to be used as examples of what to avoid in the future, rather than an easy way for some sensationalist-ridden author, pursuing a fast buck, to strew filth and bilge to the American public.

Spring Time Malady Strikes

by Steve Biel

Every year about this time, a malady strikes hundreds of unsuspecting people in all walks of life. The symptoms are usually a feeling of sluggishness and sleepiness. Victims always want to get away from the old grind of the daily routine. What is it? Why it's that well-known disease called "Spring Fever."

What causes it? What types of germs lead up to this ailment? First of all, the first onrush of beautiful, warm, sunny spring weather is the primary cause. During the winter, all that one can see and feel is the cold and snowy weather. A person is unable to enjoy too many outside activities, unless he intends to freeze. Then, one day, the wind springs up and hurtles in the warm air. Suddenly, you're hooked. You have the fever.

The newspapers do not help the cause. While individuals are in school or slaving away at their jobs, the newspapers exploit the coming of spring. The woman's pages play up the new spring fashions and encourage the ladies to go and spend the old man's money.

The sports pages bring the news of the baseball world to its fans from the sunny South and Southwest. The sports section of the newspapers also give a great amount of reading space to the game of golf.

One of the very early contributing factors is the flight of the birds toward the north. The first robin, the first blackbird, and the sudden greenness of the vegetation all contribute to the disease.

Here you are, trying to prepare for finals with all of these conditions causing your spring fever to become worse. Well, things are tough all over.

One may wonder how it can be possible to prevent this ailment. This fever cannot be prevented. It is caused by the coming of spring after the long, hard winter.

All the aforementioned germs cannot be wiped out. You cannot stop the breezes from blowing the warm air into the neighborhood.

One cannot get rid of all the newspapers and other news media which help create springtime before it actually arrives.

It is impossible to prevent the birds from flying north. It is very difficult to prevent the vegetation from turning green. The law of nature says that these things must occur.

Why eliminate the pleasant symptoms of spring fever? It serves as an escape hatch from the trying problems of exam time. Ho hum! I think I'll take a nap.

St. Joe Students To Seek Employment??

With summer vacation just a wink away for SJC'ers, many of the students will be combing the area industries and merchants for employment. Among these competing job-seekers will be the pride of St. Joe's—the freshman class.

Employers will be speechless and industrial output will come to a standstill when these ambitious collegians toss aside their freshman beanies, adopt that know-it-all sophomoric smile, and invade the employment market—a milestone on their road to conquering the world.

Leading the line of job applicants will be St. Joe's own Canine Cutie, Phoebe Garritano. Phoebe, who will be seeking employment with the Chicago Dog Pound, operates her own refuge for stray dogs—ranging from pedigrees to mutts. When business slacks off, Phoebe puts her talent (and charitable heart) to some practical use by sneaking down the streets of Burnham and kidnapping all “stray” poochies.

Mary Ryan, reputable judo expert at SJC, will be coaching a Big Ten football training squad this summer. This experience will serve as a crutch for Mary's main goal next fall—an all-female football team.

In the line of transportation, Harry Storms will be employed as a chauffeur. Harry is well experienced because he operates “Stormy's Non-Stop Shuttle Service” from East Chicago to Chicago. The highlight of this breath-taking, record-breaking, fender-bending “shuttle” is the entertaining Olympic broad jump performed by Mike Spiccia. While Harry tears past the Robertsdale police station, Mike opens the front door and bails out of the back seat parachute free. By performing this stunt in front of the police station, there is always someone around to pick up the pieces if Mike should happen to miss his cue to jump.

Marilyn Miller hopes to find a position in an experimental lab. This mad scientist, who lives by the principle of “sadism is forbidden,” gains enjoyment out of freeing the frogs from the bio. lab and

then chasing them into the coeds' powder room.

Seeking domestic employment will be SJC's lone nominee for the 1963 Homemaker Award, Bob Lanning. Bob gains his experience from mopping-up the school floors. Also in the domestic department is Jerry Bercik, head custodian on Friday nights. Jerry cleans the lounges every Friday night and has mastered the art of broom-pushing.

Helen Knutson will be seeking a city job constructing 6 foot barbed-wire fences around all the local outdoor facilities. A recent hair-raising experience has taught Helen that one just can't be too careful about protecting these precious possessions from women drivers.

Rosemary Gaydos will be working as president of the Pizza Vendors Union. The original president of the Pizza Vendors developed ulcers and forwarded the presidency to Rosemary.

Concluding this list of “Talents Unlimited” are Dick Yonke and Paul Radice who will be appealing to residents of Crown Point to trade at their newly opened dairy store. Their weekend specialty will be orange juice.

PATRONIZE
OUR
ADVERTISERS

STUDENT SPOTLIGHT

Junior Class Treasurer Is Also Band Leader

“Big John” Dvorske, junior class treasurer and aspiring young guitarist, has been on the St. Joe scene since January of 1961. Prior to his entrance here, John attended Purdue University Extension in Hammond, Indiana.

Here at school, John is active as a member of the Commerce Club and also holds the time-consuming job of publicity chairman of the Student Council.

A graduate of Hammond High School, Mr. Dvorske is currently working toward a degree in marketing. He hopes to work in this field for the Singer Sewing Machine Company after he graduates. John is now attending St. Joseph's on a scholarship from that company.

He first decided to attend St. Joe's when he found that he would be able to complete four years of study and receive a degree in the field of business. John feels that “St. Joe's is a place that fulfills certain desires. The faculty treats you like an adult, and there is a congenial atmosphere.”

Although he is very well pleased with the Center, John does dislike one thing. “It's the high priced

books we use that become obsolete too soon.”

When not in school, John enjoys many activities. They include fishing, hunting, swimming, reading non-fiction books, and attending school activities. John is also the leader of his own band, the Johnny-Gene Quintet. He has been playing professionally since 1956.

His favorite guitarist is Johnny Smith, and his favorite group is Art Van Damme.

Although he has many likes, Mr. Dvorske does have a pet peeve: “It's two-faced people.”

John seems to know exactly what he wants to get out of life. His main goal is, “not to be rich or successful, but to be mentally happy.”

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**For Those Who
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Student Presents A Personal Glimpse

by Gladys Hein

Prejudices have probably touched all of our lives and affected us in some way or another. For what it may be worth, I would like to set forth my own personal experiences with prejudices.

I was raised in the Southwest, a Catholic, of mainly Irish and Indian extraction with the Irish portion giving me my family name. My grade school years were spent in a small town in Oklahoma, and my high school years were spent in an equally small town in Texas.

The town of my grade school years was a rough, tough, oilfield town. I do not remember the people as being predominantly of any one denomination; they were just mostly anti-catholic. We were the only Catholic family in the town, and a rather large family by their Protestant standards so that we had a double strike against us. The children in school had many pet names for us that could only have been picked up from the adults.

In my first year of high school, we moved to a small farm community in Northeast Texas. It was a Protestant town and predominantly Baptist and Methodist. This time there was one other Catholic family in town besides us, and two other such families on nearby farms. There was even a very small mission church in the town at that time, but even it is closed today.

The Baptist and Methodist churches had an absolute control of the town; they allowed no dancing, no card playing, no drinking. On the surface, no apparent vices; but underneath, the situation was different. The controlling fathers could not or did not want to see beyond the end of their respective noses. There was no dancing in the town, so the young people went out of town to dance. The town was situated in a dry county, but there was plenty of bootleg whiskey available for a price.

Not only vice but prejudice ran rife in this community. Negroes were not allowed in the town except to pass through. Supposedly, many years before, a white woman had been murdered. Her death was attributed to a Negro; thus, a town ordinance was born after the Negro had been duly lynched.

Many public school functions were held in the Methodist Church basement, and many other functions held in the school were attended by one or the other of our two most prominent ministers just to keep an eye on the proceedings. Here was bold, blatant, flaunting of separation of Church and State. The same separation of Church and State that many Protestant ministers would fight for if they felt there was the slightest infringement upon it by some opposing group.

These experiences did not leave me hating these people but rather pitying them for their bigotry. Most of them sincerely believed they were right in the way they believed and acted. Rather, these experiences have left me with an abhorrence for prejudice and bigotry. I did not realize all of this at the

time, but as I have matured and have had the advantage of viewing it from a distance, I have realized its impact upon me.

Prejudices can narrow our view of the world until the only way we can see it is the way we want to see it. If many good people could only view the world from the standpoint of the brotherhood of man, what a different world this would be.

Trilingual Courtesan Makes History (Class)

Attention all students except those of Mr. Federici's History classes! So you think you had trouble on the last mid-term? Well here's something to give you a lift. On one of these exams there was a list of essay identification questions, and one of those listed was "Rosetta Stone." The answer given by a student was as follows—and get this — "One of Napoleon's mistresses who lived in Egypt." Now we knew some swingers, but "Rosetta" was a little too hard, cold, and old for his action.

SHAVINGS

Editor.....Daniel Lowry
Secretary.....Kathleen Mullaney
Photographer.....James Welborne
Business Manager.....Ken Goes
Staff.....Mary Stokes, Roberta Gabrys, Steve Biel, Mary Ann Matolin, Mary Ryan, Robert Harris, Jim Tobolski, Pat Sampias, James Baralli, Fran Condo, Jerry Bercik, Cheryl Marz, Judy Gatewood, Barbara Sichak, Art Hixon, Paul Milak, Mike Berilla, Cynthia Ventrella

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The Administration

Miss Pauline Wojtkowiak Is New St. Joe Personality

Just one short month ago St. Joseph's Calumet Center's administration added one more personality to its growing ranks to combat the growing number of students. The newest member of this elite group is Miss Pauline Wojtkowiak.

Miss Pauline Wojtkowiak comes to join our administration staff fresh from a job as a secretary for a real estate office. Miss Wojtkowiak has joined the company stationed in the main office, where the students' files are kept under guard.

Miss Wojtkowiak received her basic training at St. Andrew the Apostle grammar school and her combat training at Thornton Fractional North High School. A native of Calumet City, Illinois, Miss Wojtkowiak has already observed that St. Joe's is "quite a bustling school," in the short time she has been with us.

In spite of the busy and rushing atmosphere Miss Wojtkowiak has found that St. Joseph's Calumet Center's students are very friendly and already she likes St. Joseph's very much.

Perhaps the secret of being liked and enjoying your work can be found in following Miss Pauline Wojtkowiak's advice and "always have a smile on your face."

INTELLECTS

There are three classes of intellects; one which comprehends by itself; another which appreciates what others comprehend; and a third which neither comprehends by itself nor by the showing of others; the first is the most excellent, the second is good, the third is useless.

—Machiavelli

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1962-1963

April 6--DePauw	There
10--Southern Illinois University	There
13--Ball State	Here
16--Central Michigan	Here
17--Saint Mary of Minnesota	Here
20--Evansville	Here
23--Franklin	There
25--Wabash	There
27--Valparaiso	There
30--Taylor	There
May 2--Goshen (2 p.m.)	Here
4--Indiana State	Here
5--Marian (3 p.m.)	Here
11--Butler	There
15--Anderson	There
18--Oakland City	Here

All games start at 1:00 p.m. except those otherwise indicated.

NO ASYLUM

Had there been a lunatic asylum in the suburbs of Jerusalem, Jesus Christ would infallibly have been shut up in it at the outset of His public career. That interview with Satan on a pinnacle of the Temple would alone have damned Him. The whole religious complexion of the modern world is due to the absence from Jerusalem of a lunatic asylum.

—Havelock Ellis

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SOUNDING OFF!

We sometimes ask ourselves what is a liberal arts college? why is it? and why are we here? Eventually, we decide what it is by distinguishing it from a technological school, but we never really know why it is and why we are attending one. There is, on page nine of our current school catalogue, a good definition of a truly liberal arts college, as well as a statement of its purpose and aim.

Quoting from St. Joseph's College Bulletin, 1962-1963, we read that a liberal arts college is an "institution of higher learning dedicated to being a community of scholars . . ." That's what we are, a community of scholars. We the students of Saint Joseph's College are supposed to be part of a community of scholars. Are we?

"... working in mutual association under the leadership and direction of its teachers . . ." The instructors here are certainly doing their best to impart their knowledge to us—the knowledge it has taken them years and effort to obtain. We, as "learners," as students, should be striving to pick up from these men and women as much as we possibly can in the short time we are here. But do we? Or are we just going to school and really learning nothing. These professors work hard for us but do we do anything for them? Do we make them feel and show them that what they are, what they know, and what they can do for us is respected, acknowledged, and most of all appreciated?

"... towards the spread, preservation, clarification, discovery, and defense of truth." Spread, preservation, etc. are self-explanatory; the important word in this phrase is "truth." This, supposedly, is what we are here for—to obtain the truth. Not merely truths of statements of fact, but, the truths of life, of knowledge, of ourselves. These are the truths we should pursue, but too few of us realize this. Too often we seek truth, not as it is and for what it is, but in the light of what it can do for us.

"The dedication to the truths and search for them is the primary purpose (of a liberal arts college)". We have in this school as dedicated a group of teachers as I have ever seen. But students are the same wherever you go (with varying percentages). Some students are here to learn, and their primary purpose in being here is a search for knowledge. I think, however, most of us are here with a dual purpose: to learn what we can for what it will earn in dollars after graduation. And there are those few who are merely putting in their time. Why are they here at all?

Seymour Doolittle

Either Fred Van Klaveren has eaten too many sweets or else he caught his nose in a beehive. He seems to have somehow gotten into the habit of calling certain female people "Honey." Better watch that, Fred.

Julian Perez is the favorite guy of all the waitresses at George's. Due to this fact, can we rightly refer to him as George's Gorgeous?

Richard Willis recently brought Cynthia Ventrella a new steady pin. It seems that Cynthia "lost" the other two.

Dan Lowry made an unusual agreement with Kathy Mullaney. Since he helped her campaign for Student Council, she had to stay up nights making pins, posters, and tags for Dan. Pretty square deal, don't you think?

Jackie Judis had the most terrible two days of her life a couple of weeks back. It seems that in two days she had four big tests, three term papers, and eight No-Doze.

I've heard lately that many members of the freshman class are interested in various intellectual programs. Jerry Bercik and Mike Spiccia are faithful viewers of Flash Gordon. Bob Harris gets out of bed an hour early to watch the Land of Ziggy Zoggo.

Mike Berilla is a devoted fan of Steve Allen, as is Ed Stazinski. (That's why Ed goes around saying "smock, smock" instead of "how are you?") Pat Sampias and Cheri Marz are forever devoted to "Bugs Bunny." And Fran Condo just can't seem to pull herself away from the T.V. set during commercial time. (She really goes for those Tip-Top bread ads in a big way.)

Until next time, remember—Seymour Is Always There.

The position of the student in the college is determined by the student. Why he is here is his business; why the college is here is the concern of everyone associated with it. Not only as human beings, but also as Christians, we should be seeking truth (as Christians, the Ultimate Truth). "The academic . . . policies and procedures of the college . . . are conceived and carried out in terms of this basic purpose." It is for us the students to realize this purpose.

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ART

Thomas Eakins Turns Toward People As Natural Subjects

Thomas Eakins is the artist that the Painting of the Week deals with at this time. Eakins supported himself by portraits and teaching, but like his impressionist contemporaries in France he also turned to the life of city folk as the natural subject for a painter in his time. His interest in anatomy led him to fighters in the prize ring and to rowers in their shells on the Schuylkill. And while Renoir and Monet were painting Parisians relaxing along the Seine, Eakins painted Philadelphians sailing on the Delaware or strolling its banks on a Sunday. The Frenchmen were developing new ways of representing the shimmer of light, were experimenting with color and composition. Eakins, essentially a traditionalist in the most honorable sense of the word, painted pictures like *Mending the Net* in a solidly traditional way. It is a picture which the impressionists, to whom Eakins was not even a familiar name, would have admired with its grouping of figures along horizon, so carefully studied yet so convincing in its effect of casualness.

Eakins was one of those painters (like Cezanne) who built a picture so methodically and at once so sensitively that in all stages of its growth it seemed to have attained the certainty of its conclusion. The sobriety, the dignity, and the warm

life of *Mending the Net* must have been present from the beginning; and in the hands of Eakins these qualities were never lost.

When Eakins died in 1916, not only had impressionism become history in Europe but cubism and fauvism had been born and had been introduced in America with the 1913 Armory Show.

The Sports Beat

by Art Hixon

Very seldom do Americans ever agree with anything that the Russians say or do. But, last week the touring Soviet track coach made a comment about the 50 mile hike crazy, which has taken the U.S. by storm, that made a lotta sense. He said to walk 50 miles in less than twenty-hours is no way to practice physical fitness, and proves nothing. These same people than turn around the next day, or in the near future, and require a cab to go four blocks. Sounds AMERICAN, doesn't it?

In the recent selections for the Pro All-Star team, we were amazed to find that Wilt Chamberlain, possibly the greatest player basketball has ever known, was left off of the first team. How a player who led the league in shooting percentage, rebounding, and scoring is considered only a second-rater with the sportswriters (they do the selecting) escapes our reasoning.

The athletic picture here at Saint Joe looks very promising for next year. According to sources here and about, a full program of intramural sports activities has been promised the student-body. Let's remind those individuals come next August of those promises, should they forget; but, let's also support them.

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What Is Progressive Education? Is Area Keeping Up With Space Race

by LaBlanche Marks

This educational theory has been bandied about on the American scene for many years, and has been attacked not only by educators with opposing philosophies, but by well meaning citizens as well. This clash of viewpoints is caused by misinformation based on hearsay and not on true facts.

According to Doctor Lloyd Williams ("The Illegible Contours of Progressive Education," Educational Forum, January, 1963), many contemporary critics, especially the distrustful ones of the extreme right, are prone to use the term "progressive education" with the intention of damning any aspect of American education they happen to dislike. In so doing they select instances which may or may not be representative of progressive education, and then denounce the whole system.

Progressive education is really a formal movement dating back from the early decades of this century. It is an attempt at educational reform. From the contemporary perspective, however, it is an informal movement of reform characterized by an effort at bringing educational practice into conformity with the most defensible psychological thought and democratic theory of the day.

As a formal movement, progressive education was founded in 1918, under the banner of the Progressive Education Association which disbanded in 1955. It never had a large following, although it did have the support of many talented and articulated leaders in American education. Furthermore, very few teachers in the United States are now, or ever have been, progressive in any sense in which the philosophers of progressive education envisioned the idea.

Philosophically, progressive education is that movement grounded upon the philosophy of naturalism. This philosophy emphasizes that man is a highly developed creature who is a product of nature. The worth of ideas, values, and subject matter is proportionate to his capacity to function instrumentally in his environment. Truth bears no necessary relationship to the structure of the universe, since it is intrinsically subject to correction, growth, modification, and the test of use. Ethical standards are of cultural origin; human experience is the medium of life; and man and his mind are a natural product of the processes of biological evolution.

Psychologically, progressive education emphasizes the natural, sensory, and physiological aspects of knowing. Man is conceived as an organism which must continue to adapt to its environment. It repudiates the theory that man's mind is a substance, asserting rather that it is a function. Progressive education emphasizes the

importance of interest, emotion, and habit, together with motivation and self imposed discipline as the basic ingredients for effective learning.

Educationally, progressive education rejects formalism, indoctrination, excessive mechanical drill, and the mastery of subject matter unrelated to life problems and human interests. It emphasizes the social nature of learning and the necessity of reinterpreting our experiences. Subject matter is used for facilitating growth; the end of education being the growth of intelligence, enlargement of the personality, and democratic behavior.

Methodologically, progressive education emphasizes experimental handling of subjects, materials, and instructional techniques. It emphasizes activity in learning rather than passivity which eventually leads to new ways of looking at school and community relationships. Such an outlook develops programs such as the "community school," wherein the school facilities and its program are oriented to the community and its problems rather than to conventional classes and subjects. Progressive education attempts new ways of teaching, such as the "project method," wherein children undertake the solution of problems, planned and carried to completion by the students under the guidance of the teacher. "Core courses" are utilized in some schools, whereby a part of the school day and school curriculum is given over to solving problems without reference to traditional subjects.

Improperly conceived, progressive education is equated with the theory of John Dewey. Although his influence has been great, it is in error for several reasons. The theory is too narrow in scope; it overlooks the manifold ramifications of the movement. It incorrectly assumes that many innovators in education are committed to Dewey's philosophy, and that Dewey founded the movement. That Dewey accepted the doctrines of the movement without criticism is also false. Although John Dewey was the source of 20th Century progressive educational thought, he criticized the experience and education issue in the progressive movement.

Progressive education is a product of the emergence of democracy, science, and humanitarianism. It developed by historical accretion, rather than by resolution. Its forerunners are numerous, but the most influential are Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Mann, and Parker, with E. L. Thorndike an important figure in this century.

Some conservatives fear progressive education because they see it as a threat to sanctioned property rights and social privilege. They

Is Chicago keeping abreast of the Space Age?

That's the question propounded in "The Space Age," latest IBT-sponsored "I See Chicago" TV documentary which will be presented May 2 at 9 p.m. on Channel 2.

Chicago, the TVcast points out, produces a vast array of consumer goods. While this production is vital to the city's economy, it is not the type that contributes to the conquest of space.

Chicago-based industries are not expanding their facilities here in an attempt to land space contracts. Instead, they are building new plants on the East or West Coasts. Chicago could become the prime

fear new methods of instruction, new approaches to discipline, and new subjects. Progressives are not indifferent to knowledge, and do not preach chaos. Truth is subject to reformulation, and experience forces us to re-evaluate and reinterpret what we think we know. Control becomes more effective when it is internal rather than external.

Forces unleashed and accelerated by such minds as Copernicus, Rousseau, Jefferson, Marx, Freud, Darwin, and Einstein are ones which progressives are trying to understand and interpret for what they mean for the conduct of education. Clearly some adjustments between man and his environment must be made if he is to survive.

Doctor Williams analyzes progressive education effectively. He failed to mention, however, that all philosophies are not infallible. While I am in favor of John Dewey's conviction that knowledge should func-

supplier for component parts.

While such Chicago schools Northwestern University, the University of Chicago and the University of Illinois are giving top training in research and development their graduates are not remaining in the city. They, too, are following the space industry eastward and westward.

But the documentary doesn't predict "ghost town" status for Chicago. Something is being done. Chicago and Midwest Space Month (Apr. 9-May 9) is bringing industry, education and government together to stimulate a stronger future and help Chicago take its place in the Space Age.

tion in a practical fashion; I am not in favor of the relativess truth. Man does not make truth. Some things are eternally true and independent of the knowing subject; they are waiting to be discovered. This is the point which causes more dissention with progressive education than any other thing. I think if philosophers would modify this one issue, progressive education would be more acceptable to the American public. America was founded on religious scriptures and theories in which values and truths are not metaphysically grounded. As a result, the whole system will be unacceptable.

THE TRUE WAY

The true way goes over a rope which is not stretched at any great height but just above the ground. It seems more designed to make people stumble than to be walked upon.

—Franz Kafka

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